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ABSTRACT

The document describes the development and use of skill sequences in individualized education programs (IEPs) for mildly handicapped students. Developed to standardize format and terminology among teachers and parents, the sequences promote the continuity of instruction and the maintenance of consistent records. Sequences were developed for use from the time of the student's entry into the special education program to the student's exit. Procedures for marking skills sequences are explained and their use illustrated in a sample IEP. The format of the skill sequences includes space for grade level, mastery criteria, short term and long term objectives, starting dates, goal date, entry level skill, date of skill mastery, and initials of person responsible for determining entry level or mastered skills. Forms (including summary sheets) are included for the following subject areas: reading (decoding and comprehension), mathematics, spelling, study skills, and expressive writing. (CL)

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SKILL SEQUENCES

FOR

MILDLY HANDICAPPED

RESOURCE ROOM STUDENTS

(Grades K through 12)

SKILL SEQUENCES FOR MILDLY HANDICAPPED

RESOURCE ROOM STUDENTS

(Grades K through 12)

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MAY 1984

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CONTENTS

	Page
ACKNOWLEDGEMENTS	2
PURPOSES	3
USE OF SKILL SEQUENCES	6
NOTES	7
PROCEDURES FOR MARKING SKILL SEQUENCES	8
SAMPLE I.E.P.	11
SKILL SEQUENCES AND SUMMARIES	14
Reading (Decoding)	15
Reading (Decoding) Summary	25
Reading (Comprehension)	27
Math	29
Math Summary	49
Spelling	55
Spelling Summary	63
Study Skills	65
Study Skills Summary	75
Expressive Writing	77

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PURPOSES

With the implementation of P.L. 94-142, writing Individual Education Plans (I.E.P.s) became a major component of the educational process for special education students in Eugene Public Schools. Facilitating the I.E.P. portion of the process was a goal of the staff working with mildly handicapped students during the 1978-79 school year. The following concerns prompted the writing of the Sequences.

COMMUNICATION:

During the 1978-79 school year Eugene special education teachers were instructing over 600 students in programs for the mildly handicapped; because of those numbers, accurate concise communication between professionals and with parents about each student's skills was a major need. A process was required which could be used consistently, with a common format, and consistent terminology. The Skill Sequences were developed to meet those requirements. The format and terms used for the Sequences were designed so that teachers working with one Sequence would be familiar and able to use all of the Sequences without additional training or inservice, and so that a parent familiar with one Sequence could understand the format of all of them. Moreover, summary sheets for each Sequence were designed in order to report to parents. The format and skills on each Summary were identical to those on the corresponding Sequence.

CONTINUITY:

The two major concerns related to continuity include the continuity of instruction and the maintenance of consistent records for each student. The first concern was solved by the design of the Sequences. Sequences were developed to be used beginning with the student's entry into the special education program until her/his exit from the program. Because regular education teachers helped to develop the Sequences and since the skills closely paralleled the District's Scope and Sequence of Skills for non-handicapped students, both the regular education teacher and the special education teacher were given an effective, efficient way to determine which skills should be taught and generally in which order.

PURPOSES (cont.)

The second concern was maintaining concise records for several hundred students that would be meaningful for any professional, particularly when many of those students might move from one school or program to another either within the school year or from year to year. Further, several professionals might be involved in keeping data for a single student. Usually data is maintained by special education staff but occasionally, regular education teachers who instruct a mainstreamed special education student are asked to record when a skill has been mastered. The Skill Sequences provide this structure.

TIME:

The time required to write I.E.P.s became an overwhelming task for teachers and other professionals. Frequently, many hours were required to draft reasonable goals and objectives in preparation for the I.E.P. meeting. Further, writing the I.E.P. during the I.E.P. meeting took additional teacher and parent time with often the same objectives being written over and over for different students. Moreover, the hierarchical nature of many skills resulted in the generation of the same sequence of objectives for many students and after teaching for a period of time, more teacher time was needed to identify additional objectives and to record the mastery of skills.

The Sequences were designed to take a minimum of teacher time. First, planning for the I.E.P. meeting requires that the teacher identify and record the entry level skills based on the student's assessment results. Second, during the I.E.P. meeting, parents and professionals identify long term objectives. Long term objectives predict one year's growth for the student while short term objectives are to be taught during the year. Reasonable next steps are listed on the Sequences so that appropriate objectives are chosen. The starting date and the goal date are entered. Third, recording daily or weekly test information in the mastery criteria space provides a systematic and efficient way to keep data until a skill is mastered. An example might be if mastery criteria for addition facts is 30 correct on a certain date, both the current score and the date can be recorded in pencil so that an ongoing record for that skill is kept. Last, as skills are mastered, the teacher fills in the date when mastery is met, initials the skill and marks the next short term objective

PURPOSES (cont.)

for instruction.

The starting and the goal dates are recorded. These steps take only minutes of teacher time so that the teacher is free to instruct students.

INSTRUCTION:

One of the basic goals of writing the Sequences was to insure that students received the best possible instruction. Each of the preceding items allows teachers to have more time and energy to plan and instruct students. In addition, the Sequences focus on the next logical instructional step so that direction and structure are provided for instructors and program planners. New teachers can see the overall curriculum and expectations for instruction. I.E.P.s match instruction, and data is kept on each mastered skill.

USE OF SKILL SEQUENCES

During the assessment of a student who is eligible for special education services, persons administering the tests mark the entry level skills on the appropriate Sequences, initial those skills and record the tests used for the assessment in the evaluation procedure area. The second step occurs at the I.E.P. meeting when the long term goals are marked. Long term goals are approximately one year's work for the student. To facilitate that, the Sequences have been correlated with the grade level at which each skill is taught in the regular education program. An example might be that if a student knows most of the skills marked as second grade skills and if the I.E.P. team thinks that this student could make a full year's growth during the next school year, all of the third grade skills should be marked as long term goals and the starting and goal dates should be indicated. The third step also occurs during the I.E.P. meeting when the Summary Sheets are marked. The parents record entry skills, long term goals, and the starting and goal dates on their copy of the Summary Sheets. The Case Manager* fills out a Summary Sheet and places it with a cover letter in the central office file. The teacher keeps the working copy of the I.E.P., the Skill Sequence, to use as the focus for instruction. The fourth step is the instruction. The teacher determines the short term objectives based on diagnostic tests, writes in starting and goal dates, and begins instruction. When skills are mastered, the information is recorded, and new objectives are marked for instruction. The last step occurs at regular report periods or more often if needed when the teacher marks a new Summary Sheet with current information about the student and sends it home to the parents.

*Case Manager: Each special education student is assigned a Case Manager. The Case Manager is often a psychologist or social worker whose job is to insure that laws and policies are followed, to serve as a contact person for others over time and to insure that students receive appropriate services.

NOTES

1. The order of teaching some skills may vary depending on the methods and materials used.

2. The phonic skills listed on the spelling and reading Sequences are not intended to be taught as rules. Rules should be taught for only those skills that have a high utility or frequency.

3. These Sequences were not written for one kind of material or for one method of instruction. They closely follow the Scope and Sequences used in the Eugene Schools for regular education students.

4. A handwritten I.E.P. form is used when necessary for those behaviors and skills for which Sequences have not been developed.

5. In order to individualize the Sequences, teachers and other professionals are encouraged to write comments, notes or other modifications of the Sequences as necessary.

6. Test items to evaluate each objective on these Sequences have been developed.

7. Additional Skill Sequences have been developed for the Mildly Handicapped Self Contained Student which include curricular areas such as vocational skills, personal care, language skills, functional academic skills, and more.

PROCEDURES FOR MARKING SKILLS SEQUENCES

Evaluation Procedure

Responsibility: Case Manager/Psychologist

The results of the testing done for eligibility are recorded in this space by psychologists and others including the date, the name of the tests given and normative scores (e.g. 3-14-80, Gray Oral 6.2, Comprehension 100% 5th level). After eligibility is determined, any test scores that the teacher wishes to record, standardized or otherwise should be listed on the back page of the I.E.P.

NOTE: This information is not recorded on summary sheets. Also I.Q. scores must not be written here.

Entry Level Skills

Responsibility: Case Manager or Teacher

Skills that the student knows when entering the program are marked by the person who initially tests for the skill. For example, each skill that the student knows should be marked with the month and year when the skill was tested and mastery level determined. The persons who mark each objective must also write their initials in the "person responsible" box.

Long Term Objectives

Responsibility: Case Manager or Teacher

The major goal headings (they're underlined) are long term objectives, (e.g. 1.0 Sight Vocabulary or 2.3 Multi-syllabic Words). The long term objectives must be determined and marked at the I.E.P. meeting. Every long term objective marked must have a starting and goal date not to exceed the school year. Any objectives marked under the long term objectives should be marked as short term objectives.

PROCEDURES FOR MARKING SKILL SEQUENCES (cont.)

Short Term Objectives

Responsibility: Case Manager or Teacher

When a student enters the program, the initial short term objectives are determined and marked at the I.E.P. meeting. Each objective marked must have a starting and goal date assigned. New short term objectives may be added when a student masters a skill or at the annual I.E.P. meeting.

NOTE: Remember--short term objectives need to match instruction.

Starting Date

Responsibility: Case Manager and Teacher

All long and short term objectives must have a starting date (month and year). The starting date is recorded in this column and indicates when instruction of the skill will begin.

Goal Date

Responsibility: Case Manager and Teacher

The date when the long and short term objectives are expected to be mastered is recorded here. Many times the date will be the end of the current school year; however, the dates cannot extend beyond a one year period.

Date Mastered

Responsibility: Teacher

Mastered skills are marked by the teacher with the month and year. The teacher also would initial the "person responsible" box for each mastered objective.

Mastery Criteria

Responsibility: Teacher

Teacher procedures for determining achievement and a schedule for doing this must be recorded here (e.g. 98% correct on in-program

weekly tests or daily data on teacher made probes, 20 items correct for 3 consecutive days). Also data information on a student's progress toward mastery is entered and can include data on the percentage of correct items, rate, or both (e.g. 2-21-80, teacher probe 40/2 in 1 min.; 2-21-80, teacher probe 80%).

Initial of Person Responsible

Responsibility: Case Manager or Teacher

The person determining that a skill is mastered will initial the "person responsible" column. After the eligibility assessment, case managers will initial entry level skills, and teachers will initial mastered skills they have taught.

NOTE: Only case managers or teachers may have initials in this space. Upon direction from the teacher, aides may record data but they must record the teacher's initials.

Back Sheet

Responsibility: Teacher

All demographic information should be completed, and names of programs, materials used and which lessons were completed should be recorded. In addition, any information or suggestions the next teacher would find helpful in programming or planning for the student should be included. Also test scores may be recorded here.

SAMPLE I.E.P.

EDUCATIONAL SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, Oregon 97402

CASE # _____

ES-158

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

READING-DECODING

NAME _____

DATE _____ C.A. _____

GRADE _____

Evaluation Procedure: (Compl
Case Manager/Psychologist)

SAMPLE

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The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
1.0 SIGHT VOCABULARY									
1.1 Reads words #_____ to #_____ from the attached sight vocabulary list at 1 per second.	1-3	Criteria for mastering skills and a testing schedule for determining mastery is needed. Teaching/Mastery data may also be recorded here.	Must match instruction	Marked by teacher or case manager at I.E.P. meeting or annual rev.	Date instruction will begin.	Date mastery should occur.	Teacher or case manager marks (mo. & yr.) for known skills.	Teacher marks (mo. & yr.) when skills are mastered.	Person determining that a skill has been mastered initials here.
2.0 DECODING (sequence will vary according to materials used.)									
2.1 SOUNDS IN ISOLATION: says the sounds for:									
a) Consonants in isolation.	1								
b) Short vowels.	1								
c) Long vowels.	1								
d) Consonant digraphs: sh, th, wh, ch, ph.	1								
e) Vowel diphthongs: oy, oi, ou, ow, ew.	3								
f) R-controlled vowels: ar, er, ir, or, ur.	3								

* Grade level according to District Scope and Sequence.

Both of these need a start and a goal date. Both are determined at I.E.P. meeting or annual review.

Name *JOHN NEWMORE*

Date *9-18-80*

Eugene Public Schools
Educational Services

STUDY SKILLS SEQUENCE

Strategies and Materials used to teach this Skill

Record standardized Test scores here

GRADE *6* YEAR *1980-81* SCHOOL *LEARNRIGHT* TEACHER *WONDER*	*TEACHER MADE MATERIALS:* *ZOOM KITS* *BIG BOOKS* *ob. for reading etc.* *DISTAR I LESSON 67*
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	SAMPLE
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	

SKILL SEQUENCES AND SUMMARIES

EDUCATIONAL SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, Oregon 97402

ES-158

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

READING-DECODING

NAME _____

DATE _____ C.A. _____

GRADE _____

Evaluation Procedure: (Completed by Case Manager/Psychologist)

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
1.0 SIGHT VOCABULARY									
1.1 Reads words #_____ to #_____ from the attached sight vocabulary list at 1 per second.	1-3								
2.0 DECODING (sequence will vary according to materials used.)									
2.1 SOUNDS IN ISOLATION: says the sounds for:									
a) Consonants in isolation.	1								
b) Short vowels.	1								
c) Long vowels.	1								
d) Consonant digraphs: sh, th, wh, ch, ph.	1								
e) Vowel diphthongs: oy, oi, ou, ow, ew.	3								
f) R-controlled vowels: ar, er, ir, or, ur.	3								

*Grade level according to District Scope and Sequence.

(1)

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NAME _____

SKILL HEADING	Grade Level *	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
g) Vowel combinations: ee, oo, ea, oa, ay, ai.	3								
2.2 ONE SYLLABLE WORDS									
a) Decodes CVC words with all short vowels.	1								
b) Decodes CVCC words with all final blends.	2								
c) Decodes CCVC words with all initial blends.	2								
d) Decodes CVCC and CCVC words with consonant digraphs.	2								
e) FINAL e PATTERN									
1) Decodes CVCe words with vowels.	2								
2) Decodes CCVCe words with all vowels.	2								
f) LONG VOWEL DIGRAPHS									
1) Decodes words with ai and ay.	3								
2) Decodes words with ee and ea.	3								

Grade level according to District Scope and Sequence.

NAME _____

SKILL HEADING	Grade Level *	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
3) Decodes words with oa.	3								
4) Decodes words with igh.	3								
g) R-CONTROLLED VOWELS									
1) Decodes one syllable words with ar.	3								
2) Decodes one syllable words with or.	3								
3) Decodes one syllable words with er.	3								
4) Decodes one syllable words with ir.	3								
5) Decodes one syllable words with ur.	3								
h) MULTIPLE PHONEMES									
Decodes one syllable words using other phonemes for: c (k-s), g (g-j), y (e-i-y).	3								

* Grade level according to District Scope and Sequence.

NAME _____

SKILL HEADING	Grade Level *	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
i) VOWEL PAIRS Decodes one syllable words with the phonemes for: oo, ou, ow, aw, au, oi, oy.	3								
j) DOUBLE CONSONANTS Decodes one syllable words with the following silent double letters: kn, wr, mb, bt.	3								
2.3 MULTI-SYLLABIC WORDS a) Reads 2 syllable words.	3								
b) Reads 3 syllable words.	4+								
c) Reads 4 syllable words.	4+								
3.0 STRUCTURAL ANALYSIS 3.1 Reads words with inflectional endings: s, ed, ing.	1								
3.2 Reads compound words.	2								
3.3 Reads words with inflectional endings: es, er, est, ly, y.	2								

* Grade level according to District Scope and Sequence.

(4)

NAME _____

SKILL HEADING	Grade Level *	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
3.4 Reads and translates contractions.	3								
3.5 Reads words with prefixes: be, dis, ex, in (not & into), un.	3								
3.6 Reads words with suffixes: ful, less, ness, th, ing, ly.	3								
3.7 Reads words with prefixes: pre, sub, de, tri, mis, re, ty.	4								
3.8 Reads words with suffixes: er, ment, est, ish, y, en.	4								
3.9 Reads words with prefixes: bi, fore, im, pro, super.	5								
3.10 Reads words with suffixes: al, age, ward, ive, ist, ant, able, ure.	5								
3.11 Reads words with prefixes: inter, mid, trans, auto, semi, mis.	6								
3.12 Reads words with suffixes: ous, ize, ance, tion, ent.	6								

* Grade level according to District Scope and Sequence.

(5)

NAME _____

4.0 ORAL READING FLUENCY

DATE	Grade Level of Student	Materials Used	Level of Material	Rate (w.p.m.)	Criteria	*Type of Error
Fall_____ Spring_____						
Fall_____ Spring_____						
Fall_____ Spring_____						
Fall_____ Spring_____						
Fall_____ Spring_____						
Fall_____ Spring_____						
Fall_____ Spring_____						
Fall_____ Spring_____						
Fall_____ Spring_____						
Fall_____ Spring_____						
Fall_____ Spring_____						
Fall_____ Spring_____						

(6)

*Substitutions, repetitions, reversals, insertions, omissions, pauses (5 seconds)

DOLCH SIGHT VOCABULARY

PRE-PRIMER

1. a
2. and
3. away
4. big
5. blue
6. can
7. came
8. down
9. find
10. for
11. funny
12. go
13. help
14. here
15. I
16. in
17. is
18. it
19. jump
20. little
21. look
22. make
23. me
24. my
25. net
26. one
27. play
28. red
29. run
30. said
31. see
32. the
33. three
34. to
35. two
36. up
37. we
38. where
39. yellow
40. you

PRIMER

41. all
42. am
43. are
44. at
45. ate
46. be
47. black
48. brown
49. but
50. came
51. did
52. do
53. eat
54. four
55. get
56. good
57. have
58. he
59. into
60. like
61. must
62. news
63. no
64. now
65. on
66. our
67. out
68. please
69. pretty
70. ran
71. ride
72. saw
73. say
74. she
75. so
76. soon
77. that
78. there
79. they
80. this
81. too
82. under
83. want
84. want
85. well
86. went
87. what
88. white
89. who
90. will
91. with
92. yes

FIRST GRADE

93. after
94. again
95. an
96. any
97. as
98. ask
99. by
100. could
101. every
102. fly
103. from
104. give
105. going
106. had
107. has
108. her
109. him
110. his
111. how
112. just
113. know
114. let
115. live
116. may
117. of
118. old
119. once
120. open
121. over
122. put
123. round
124. some
125. stop
126. take
127. thank
128. them
129. then
130. think
131. walk
132. were
133. when

SECOND GRADE

134. always
135. around
136. because
137. been
138. before
139. best
140. both
141. buy
142. call
143. cold
144. does
145. don't
146. fast
147. first
148. five
149. found
150. gave
151. goes
152. green
153. its
154. made
155. many
156. off
157. or
158. pull
159. read
160. right
161. ring
162. sit
163. sleep
164. tell
165. their
166. these
167. those
168. upon
169. us
170. use
171. very
172. wash
173. which
174. why
175. wish
176. work
177. would
178. write
179. your

THIRD GRADE

180. about
181. better
182. bring
183. carry
184. clean
185. cut
186. done
187. draw
188. drink
189. eight
190. fall
191. far
192. full
193. get
194. grow
195. hold
196. hot
197. hurt
198. if
199. keep
200. kind
201. laught
202. light
203. long
204. much
205. myself
206. never
207. only
208. own
209. pick
210. seven
211. shall
212. show
213. six
214. small
215. start
216. ten
217. today
218. together
219. try
220. warm

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Name _____

Date _____

Eugene Public Schools
Educational Services

_____

Strategies and Materials used to teach this Skill

GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	

GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	

ES-164

EDUCATIONAL SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

CASE NO. _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

READING-DECODING SUMMARY REPORT

NAME _____

DATE _____ C.A. _____

GRADE _____

Evaluation Procedure:

TEACHER _____

SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Short Term	Long Term	Starting Date	Goal Date
1.0 SIGHT VOCABULARY						
1.1 Reads words #____ to #____ from the attached sight vocabulary list at 1 per second.						
1.2 Given ___ sight words, reads each word in 1 second with 100% accuracy for ___ consecutive days.						
2.0 DECODING (sequence will vary according to materials used.)						
2.1 SOUNDS IN ISOLATION: says the sounds for:						
a) Consonants in isolation.						
b) Short vowels						
c) Long vowels						
d) Consonant digraphs: sh, th, wh, ch, ph.						
e) Vowel diphthongs: oy, oi, ou, ow, ew.						
f) R-controlled vowels: ar, er, ir, or, ur.						
g) Vowel combinations: ee, oo, ea, oa, ay, ai.						
2.2 ONE SYLLABLE WORDS						
a) Decodes CVC words with all short vowels.						
b) Decodes CVCC words with all final blends.						
c) Decodes CCVC words with all initial blends.						
d) Decodes CVCC and CCVC words with consonant digraphs.						
e) FINAL e PATTERN						
1) Decodes CVCe words with vowels.						
2) Decodes CCVCe words with all vowels.						
f) LONG VOWEL DIGRAPHS						
1) Decodes words with al and ay.						
2) Decodes words with ee and ea.						
3) Decodes words with oa.						
4) Decodes words with igh.						
g) R-CONTROLLED VOWELS						
1) Decodes one syllable words with ar.						
2) Decodes one syllable words with or.						
3) Decodes one syllable words with er.						
4) Decodes one syllable words with ir.						
5) Decodes one syllable words with ur.						
h) MULTIPLE PHONEMES Decodes one syllable words using other phonemes for: c (k-s), g (g-j), y (e-i-y).						
i) VOWEL PAIRS Decodes one syllable words with the phonemes for oo, ou, ow, ei, ie, aw, au, oi, ou.						
j) DOUBLE CONSONANTS Decodes one syllable words with the following silent double letters: kn, wr, mb, bt, lm, gt.						
2.3 MULTI-SYLLABIC WORDS						
a) Reads 2 syllable words.						
b) Read 3 syllable words.						
c) Read 4 syllable words.						

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SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Short Term	Long Term	Starting Date	Goal Date
3.0 STRUCTURAL ANALYSIS						
3.1 Reads words with inflectional endings: s, ed, ing.						
3.2 Reads compound words.						
3.3 Reads words with inflectional endings: es, er, est, ly, y.						
3.4 Reads/marks root or base words.						
3.5 Reads words with possessives.						
3.6 Reads and translates contractions.						
3.7 Reads words with prefixes: be, dis, ex, in (not & into), un.						
3.8 Reads words with suffixes: ful, less, ness, th, ing, ly.						
3.9 Reads words with prefixes; pre, sub, de, tri, mis, re, ty.						
3.10 Reads words with suffixes: er, ment, est, ish, y, en.						
3.11 Reads words with prefixes: bi, fore, im, pro, super.						
3.12 Reads words with suffixes: al, age, ward, ive, ist, ant, able, ure.						
3.13 Reads words with prefixes: inter mid, trans, auto, semi, mis.						
3.14 Reads words with suffixes: ous, ize, ance, tion, ent.						

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EDUCATIONAL SERVICES
School District No. 4J, Lane County
ES-162A 200 North Monroe Street Eugene, OR 97402 CASE #_____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

READING - COMPREHENSION

NAME _____

DATE _____ C.A. _____

GRADE _____

Evaluation Procedure:

Long Term Objective: Student will answer comprehension questions.

Short Term Objective: Student will reach mastery criteria in appropriate material.

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

Material Used	Grade Level	Mastery Criteria	Start Date	Goal Date	Mastery Criteria Met	Mastery Criteria Not Met (See Comment)	Grade in School	School Year	School	Teacher/Comment

Material Used	Grade Level	Mastery Criteria	Start Date	Goal Date	Mastery Criteria Met	Mastery Criteria Not Met (See Comment)	Grade in School	School Year	School	Teacher/Comment

(2)

EDUCATIONAL SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, Oregon 97402

CASE # _____

ES-159

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN
MATHEMATICS

NAME _____

DATE _____ C.A. _____

GRADE _____

Evaluation Procedure: (Completed by Case Manager/Psychologist)

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
1.0 WHOLE NUMBERS BASIC CONCEPTS									
1.1 Establishes one-to-one correspondence.	K								
1.2 Counts (1-10, 1-20, etc., to 1000)									
a) Rote counts.	K-2								
b) Begins with a number greater than one and counts to ____.	K-4								
c) Counts members of a set of objects.	K-4								
1.3 Reads and Writes Numerals									
a) Names numbers from a printed set. (0,1,2...10)	1								
b) Writes numbers from dictation. (0,1,2...10)	1								
c) Completes series of numbers with missing members.	1								
d) Reads and writes numerals (1-10, 1-20, etc., to 1,000,000).	1-4								
1.4 Identifies greater numeral (0-10, 1-20, etc., to 1,000,000).	1-4								

*Grade level according to District Scope and Sequence

(1)

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
1.5 Orders numerals smallest to largest (0-10, 1-20, etc., to 1,000,000).	1-4								
1.6 Place Value (1's, 10's, 100's and 1000's.)									
a) Given 2-digit numeral, tells and writes number in 1's & 10's place.	1								
b) Given number in 1's & 10's, tells and writes numeral.	2								
c) Given 3-digit numeral, tells and writes number in 1's, 10's & 100's place.	2								
d) Given number in 1's, 10's, & 100's tells and writes numeral.	3								
e) Given 4-digit numeral, tells and writes number in 1's, 10's, 100's and 1,000's place.	3								
f) Given number in 1's, 10's, 100's, and 1,000's tells and writes numeral.	3								
1.7 Rounds to the nearest 10, then to nearest 100.	4								
2.0 ADD FACTS									
2.1 Adds facts with sums to five.	2								
2.2 Adds facts with sums to ten.	2								

*Grade level according to District Scope and Sequence

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
2.3 Adds facts with sums to eighteen.	2								
3.0 ADDITION OPERATIONS									
3.1 Adds with no regrouping.									
a) Adds two 1-digit numerals.	2								
b) Adds two 2-digit numerals.	2								
c) Adds two 3-digit numerals.	2								
d) Adds more than two numerals.	3								
3.2 Adds with regrouping.									
a) Adds numerals with regrouping from ones to tens.	3								
b) Adds numerals with regrouping from tens to hundreds.	3								
c) Adds numerals with regrouping from hundreds to thousands.	3								
d) Adds numerals with multiple regrouping.	3								
3.3 Rewrites horizontal problem vertically.	4								
4.0 SUBTRACTION FACTS									
4.1 Subtracts facts with numerals 1 to 5. (e.g., 5-3)	2								
4.2 Subtracts facts with numerals 6 to 10. (e.g., 10-4)	2								

(3)

*Grade level according to District Scope and Sequence

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
4.3 Subtracts facts with numerals 10-18. (e.g., 18-9)	2								
4.4 Subtracts facts with numerals 1-18.	2								
5.0 **SUBTRACTION OPERATIONS**									
5.1 Subtracts with no regrouping.									
a) Subtracts 1-digit numerals.	2								
b) Subtracts 2-digit numerals.	2								
c) Subtracts 3-digit numerals.	2								
5.2 Subtracts with regrouping.									
a) Subtracts with regrouping from tens to ones.	3								
b) Subtracts with regrouping from hundreds to tens.	3								
c) Subtracts with regrouping from thousands to hundreds.	3								
d) Subtracts with multiple regrouping.	3								
5.3 Rewrites horizontal problems vertically.	4								
6.0 **MULTIPLICATION FACTS**									
6.1 Multiplies factors 0-5.	4								
6.2 Multiplies factors 6-10.	4								

(4) *Grade level according to District Scope and Sequence

NAME _____

SKILL HEADING	Grade Level *	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
6.3 Multiplies factors 0-10.	4								
7.0 MULTIPLICATION OPERATIONS									
7.1 Multiplies with no regrouping.									
a) Multiplies 1-digit factors.	4								
b) Multiplies 2-digit by 1-digit factors.	4								
c) Multiplies 2-digit factors.	4								
7.2 Multiplies with regrouping.									
a) Multiplies 1-digit times 2-digit factors.	4								
b) Multiplies 2-digit times 2 digit factors.	5								
c) Multiplies 2-digit times 3-digit factors.	6								
7.3 Rewrites horizontal problems vertically.	4								
8.0 DIVISION FACTS									
8.1 Divides facts 1-5. (e.g., 15 ÷ 5)	4								
8.2 Divides facts 6-9. (e.g., 54 ÷ 6)	4								
8.3 Divides facts 1-10. (all of above)	4								
9.0 DIVISION OPERATIONS									
9.1 Divides without remainders.									
a) Divides 1-digit into 2-digit.	4								

*Grade level according to District Scope and Sequence

(5)

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
b) Divides 1-digit into 3-digit.	4								
9.2 Divides with remainders.									
a) Divides 1-digit into 2-digit.	4								
b) Divides 1-digit into 3-digit.	5								
c) Divides 1-digit into 4-digit.	5								
d) Divides 2-digit into 2-digit.	6								
e) Divides 2-digit into 3-digit.	7								
f) Divides 2-digit into 4-digit.	7								
9.3 Rewrites a division problem (e.g. $92 \div 6$ to $6\overline{)92}$)	4								
10.0 PROBLEM COMPUTATION WITH A CALCULATOR									
10.1 Computes addition problems.	9-12								
10.2 Computes subtraction problems.	9-12								
10.3 Computes multiplication problems.	9-12								
10.4 Computes division problems.	9-12								
11.0 FRACTION CONCEPTS (halves, thirds, fourths, eighths, tenths)									
11.1 Identifies fractional parts of a whole.	4								

(6) *Grade level according to District Scope and Sequence

NAME _____

SKILL HEADING	Grade Level *	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
11.2 Reads fractions.	4								
11.3 Writes fractions.	4								
11.4 States the meaning of the number in the numerator.	4								
11.5 States the meaning of the number in the denominator.	4								
11.6 Writes equivalent factions.	5								
11.7 Changes whole numbers to fractions.	5								
11.8 Reduces fractions to lowest terms.	5								
11.9 Changes improper fractions into mixed numerals.	6								
11.10 Changes mixed numerals into improper fractions.	6								
11.11 Changes common fractions into decimals.	6								
12.0 ADDITION & SUBTRACTION OF FRACTIONS (HALVES, THIRDS, FOURTHS, EIGHTHS, TENTHS).									
12.1 Adds fractions with like denominators.	5								
12.2 Subtracts fractions with like denominators.	5								
12.3 Adds fractions with unlike denominators.	6								
12.4 Subtracts fractions with unlike denominators.	6								

*Grade level according to District Scope and Sequence

NAME _____

SKILL HEADING	Grade Level *	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
12.5 Subtracts a fraction from a whole number with regrouping.	7								
12.6 Adds mixed fractions with no regrouping.	7								
12.7 Subtracts mixed fractions with no regrouping.	7								
12.8 Adds mixed fractions with regrouping.	8								
12.9 Subtracts mixed fractions with regrouping.	8								
13.0 MULTIPLICATION OF FRACTIONS (HALVES, THIRDS, FOURTHS, EIGHTHS, TENTHS).									
13.1 Multiplies two fractions.	6								
13.2 Multiplies a fraction and a whole number.	7								
13.3 Multiplies two mixed fractions.	8								
14.0 DECIMAL CONCEPTS									
14.1 Identifies a decimal numeral.	4								
14.2 Reads a decimal numeral.	5								
14.3 Writes a decimal numeral.	6								
14.4 Writes common fractions (1/10, 1/4, 1/4, 1/3, 1/2) as decimals.	6								
14.5 Organizes decimal numerals with decimal points in a column.	6								
15.0 DECIMAL OPERATIONS									
15.1 Adds decimals.	6								
15.2 Subtracts decimals.	6								

(8)

*Grade level according to District Scope and Sequence

NAME _____

SKILL HEADING	Grade Level *	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
15.3 Multiplies decimals.									
a) Multiplies decimal times a whole number.	7								
b) Multiplies tenths times a whole number.	7								
c) Multiplies tenths times tenths	7								
d) Multiplies tenths times hundredths.	7								
15.4 Divides decimals.									
a) Divides a decimal by a whole number.	8								
b) Divides a decimal by a decimal	8								
c) Divides a whole number by a decimal.	8								
16.0 MONEY									
16.1 Identifies coins.									
a) Names coins.	1								
b) Tells value of coins.	1								
c) Orders coins by value.	1								
16.2 Identifies value of paper money.	2								
16.3 Counts money.									
a) Counts groups of similar coins.	2								
b) Adds groups of mixed coins and states total value.	4								
16.4 Finds equivalent values for all coins.	4								

*Grade level according to District Scope and Sequence

(9)

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
16.5 Makes change.									
a) Makes change from coins.	5								
b) Makes change from paper money.	6								
c) Makes change from coins and paper money.	7								
d) Counts change using the least number of coins and arranges them in the order a clerk would.	10								
16.6 Adds, subtracts, multiplies and divides with money.	4-8								
16.7 Uses checks.									
a) Reads the amount of a check.	3								
b) Writes a check.	6								
c) Records in a check book.	6								
d) Balances bank statement.	11								
17.0 TELLS TIME									
17.1 Performs the following preskills.									
a) Names numerals 1 - 59.	1								
b) Rote counts by 1's to 60 from any digit.	1								
c) Rote counts by 5's to 60 from any interval.	1								
17.2 Tells time to the hour 1 - 12.									
a) States time on a given clock.	1								
b) Reads written time.	3								
c) Writes time.	3								

(10)

*Grade level according to District Scope and Sequence

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
d) Sets clock to a given time.	3								
17.3 Tells time using alternative terminology for 1/4, 1/2, 3/4.									
a) After the hour.	3								
b) Before the hour.	3								
17.4 Tells time to the nearest minute.	4								
a) States time.									
b) Reads written time.	5								
c) Writes time.	5								
d) Sets clock.	5								
17.5 Sets alarm clock.	5								
17.6 Recites the days of the week.	1								
17.7 Uses the calendar.									
a) Given a calendar, tells the number of days in the month.	2								
b) Given a calendar and the date, tells the day of the week.	2								
c) Given a specific day, tells the date.	2								
d) Recites the months of the year in order.	3								
18.0 Applies skills to story problems.									
18.1 States and writes own word problems.	1-12								
18.2 Given a story proble, uses the following skills:									
a) Paraphrases it.	1-12								

*Grade level according to District Scope and Sequence

(11)

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
b) Predicts (estimates) the solution.	1-12								
c) Selects relevant information.	3-12								
d) Writes a number sentence expressing the problem.	1-12								
e) Finds the solution.	1-12								
f) Labels the answer.	1-12								
g) Compares the solution to the prediction.	1-12								
19.0 RATIO AND PERCENT									
19.1 Finds a ratio.									
a) Given a problem, writes a ratio. (e.g. 3 to 4, 3/4, 3:4)	7								
b) Makes a ratio to show the relationship of two values.	7								
19.2 Solves proportions.									
a) Given a problem, writes a proportion. (e.g. 3/4 = 9/12)	7								
b) Solves proportion equations. (e.g. 2/m = 6/12)	7								
19.3 Finds percents.									
a) Given a percent, states the meaning. (e.g. 4% means 4 out of _____?)	7								
b) Writes percents as fractions.	7								
c) Writes percents as decimals.	7								
d) Writes a fraction as a percent	7								

*Grade level according to District Scope and Sequence

(12)

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
e) Writes a decimal as a percent.	7								
f) Finds the percentage of a number. (e.g. 6% of 50 is _____?)	7								
g) Finds what percent one number is of another. (e.g. 8 out of 200 is _____%)	8								
h) Finds number when percent is known. (e.g. 6 is 50% of _____, 65% of _____ is 84.5)	8								
20.0 FORMULAS									
20.1 Uses simple formulas and labels answers. (e.g. A = LW when L = 10 and W = 5).	7								
20.2 Given any information, solves simple formula and labels answer. (e.g. F = MA when F = 10 and M = 2).	8								
21.0 GRAPHS, CHARTS, AVERAGES									
21.1 Interprets bar, line and circle graphs.	5								
21.2 Graphs data and labels scales on bar, line and circle graphs.	5								
21.3 Reads charts and tables.	6								
21.4 Constructs and labels charts and tables.	6								
21.5 Finds the average (mean) of numbers.	6								
22.0 MEASUREMENT									
22.1 Uses basic concepts, such as, shorter, thicker, equal, heavier.	2								

*Grade Level according to District Scope and Sequence

(13)

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
22.2 Uses yardstick, ruler, and tape measure.									
a) Measures to the nearest yard, foot, and inch.	3								
b) Measures to the nearest fractional part (halves, fourths, eighths and sixteenths).	3-7								
c) Converts between equivalent measures.	4								
d) Uses abbreviations and symbols	4								
e) Estimates various lengths.	4								
f) Solves problems requiring linear measurement.	4-8								
22.3 Uses various instruments to measure weight (mass).									
a) Measures to nearest ounce or pound on typical scales.	3-4								
b) Converts between equivalent measures.	4								
c) Uses abbreviations and symbols	4								
d) Estimates various weights.	4								
e) Solves problems requiring weight measurement.	4-8								
22.4 Uses various containers to measure capacity or volume.	3-4								
a) Measures to the nearest whole increment. (e.g. teaspoon, cup)									
b) Measures to nearest fractional parts. (halves, thirds, fourths	3-7								

*Grade level according to District Scope and Sequence

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
c) Converts between equivalent measures.	5								
d) Uses abbreviations and symbols,	5								
e) Estimates various volumes.	5								
f) Solves problems requiring volume measurement.	5								
22.5 Uses various thermometers to measure temperature.	4								
a) Measures to the nearest degree.									
b) Uses abbreviations and symbols.	4								
c) Estimates various temperatures.	4								
d) Solves problems requiring temperature measurement.	5-8								
22.6 Reads dials, guages, and meters. (e.g oven dial, water meter, gas guage.)	7								
23.0 GEOMETRY									
23.1 Identifies the following:									
a) Triangle, circle, square and rectangle.	1								
b) Cubes and spheres.	2								
c) Points, lines, segments, rays and angles.	3								
d) Cones, pyramids and cylinders.	4								
e) Parallel lines and perpendicular lines.	4								

*Grade level according to District Scope and Sequence

(15)

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
23.2 Draws geometric figures.	5								
23.3 Uses a compass									
a) To draw a circle.	6								
b) To determine if two lines are congruent.	6								
23.4 Measures, finds and labels the following:									
a) The perimeter of a room.	5								
b) The area of a room.	6								
c) The area of a rectangle, triangle, circle, parallelogram.	5-7								
d) The circumference of a circle.	7								
e) The volume of boxes.	7								
23.5 Given several angles, labels:									
a) Right angles.	6								
b) Acute angles.	7								
c) Obtuse angles.	7								
d) Reflex angles.	7								
23.6 Uses a protractor:									
a) To measure angles.	7								
b) To draw angles.	7								
23.7 Identifies the following and uses appropriate geometric terms.									
a) Rhombus, Rectangular prism, Trapezoid, Polygon, Parallelogram.	7								

(16)

*Grade level according to District Scope and Sequence

EDUCATIONAL SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, Oregon 97402

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

NAME _____
DATE _____ C.A. _____
GRADE _____
Evaluation Procedure: (Completed by Case Manager/Psychologist)

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
b) One-dimensional, two-dimensional, three-dimensional, Plane surface, Solid figure.	7								
c) Equilateral, Isosceles.	7								
d) Pentagon, Hexagon, Octagon.	7								

*Grade level according to District Scope and Sequence

(17)

Name _____

Date _____

Eugene Public Schools
Educational Services

MATH SKILLS SEQUENCE

Strategies and Materials used to teach this Skill

GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____ (18)	

GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	

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EDUCATIONAL SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-165

CASE NO. _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

MATHEMATICS SUMMARY REPORT

AME _____

ATE _____ C.A. _____

RADE _____

valuation Procedure:

EACHER _____

SKILL HEADING	Entry Level Skill	Date Mastered	Short Term	Long Term	Starting Date	Goal Date
.0 WHOLE NUMBERS BASIC CONCEPTS						
1.1 Establishes one-to-one correspondence.						
1.2 Counts (1-10, 1-20, etc., to 1000)						
a) Rote counts.						
b) Begins with a number greater than one and counts to ____.						
c) Counts members of a set of objects.						
.3 Reads and Writes Numerals						
a) Names numbers from a printed set. (0,1,2...10)						
b) Writes numbers from dictation. (0,1,2...10)						
c) Completes series of numbers with missing members.						
d) Reads and writes numerals (1-10, 1-20, etc., to 1,000,000).						
1.4 Identifies greater numeral (0-10, 1-20, etc., to 1,000,000).						
1.5 Orders numerals smallest to largest (0-10, 1-20, etc., to 1,000,000).						
1.6 Place Value (1's, 10's, 100's and 1000's.)						
a) Given 2-digit numeral, tells and writes number in 1's & 10's place.						
b) Given number in 1's & 10's, tells and writes numeral.						
c) Given 3-digit numeral, tells and writes number in 1's, 10's & 100's place.						
d) Given number in 1's, 10's, & 100's tells and writes numeral.						
e) Given 4-digit numeral, tells and writes number in 1's, 10's 100's and 1,000's place.						
f) Given number in 1's, 10's, 100's, and 1,000's tells and writes numeral.						
1.7 Rounds to the nearest 10, then to nearest 100.						
2.0 ADD FACTS						
2.1 Adds facts with sums to five.						
2.2 Adds facts with sums to ten.						
2.3 Adds facts with sums to eighteen						
3.0 ADDITION OPERATIONS						
3.1 Adds with no regrouping.						
a) Adds two 1-digit numerals.						
b) Adds two 2-digit numerals.						
c) Adds two 3-digit numerals.						
d) Adds more than two numerals.						
3.2 Adds with regrouping.						
a) Adds numerals with regrouping from ones to tens.						
b) Adds numerals with regrouping from tens to hundreds.						
c) Adds numerals with regrouping from hundreds to thousands.						
d) Adds numerals with multiple regrouping.						
3.3 Rewrites horizontal problem vertically.						
4.0 SUBTRACTION FACTS						
4.1 Subtracts facts with numerals 1 to 5. (e.g., 5-3)						
4.2 Subtracts facts with numerals 6 to 10. (e.g., 10-4)						

49

(1)

SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Short Term	Long Term	Starting Date	Goal Date
4.3 Subtracts facts with numerals 10-18. (e.g., 18-9)						
4.4 Subtracts facts with numerals 1-18.						
5.0 SUBTRACTION OPERATIONS						
5.1 Subtracts with no regrouping.						
a) Subtracts 1-digit numerals.						
b) Subtracts 2-digit numerals.						
c) Subtracts 3-digit numerals.						
5.2 Subtracts with regrouping.						
a) Subtracts with regrouping from tens to ones.						
b) Subtracts with regrouping from hundreds to tens.						
c) Subtracts with regrouping from thousands to hundreds.						
d) Subtracts with multiple regrouping.						
5.3 Rewrites horizontal problems vertically.						
6.0 MULTIPLICATION FACTS						
6.1 Multiplies factors 0-5.						
6.2 Multiplies factors 6-10.						
6.3 Multiplies factors 0-10.						
7.0 MULTIPLICATION OPERATIONS						
7.1 Multiplies with no regrouping.						
a) Multiplies 1-digit factors.						
b) Multiplies 2-digit by 1-digit factors.						
c) Multiplies 2-digit factors.						
7.2 Multiplies with regrouping.						
a) Multiplies 1-digit times 2-digit factors.						
b) Multiplies 2-digit times 2 digit factors.						
c) Multiplies 2-digit times 3-digit factors.						
7.3 Rewrites horizontal problems vertically.						
8.0 DIVISION FACTS						
8.1 Divides facts 1-5. (e.g., 15 ÷ 5)						
8.2 Divides facts 6-9. (e.g., 54 ÷ 6)						
8.3 Divides facts 1-10. (all of above)						
9.0 DIVISION OPERATIONS						
9.1 Divides without remainders.						
a) Divides 1-digit into 2-digit						
b) Divides 1-digit into 3-digit						
9.2 Divides with remainders.						
a) Divides 1-digit into 2-digit						
b) Divides 1-digit into 3-digit						
c) Divides 1-digit into 4-digit						
d) Divides 2-digit into 2-digit						
e) Divides 2-digit into 3-digit						
f) Divides 2-digit into 4-digit						
9.3 Rewrites a division problem (e.g. 92 ÷ 6 to $6\overline{)92}$)						
10.0 PROBLEM COMPUTATION WITH A CALCULATOR						
10.1 Computes addition problems.						
10.2 Computes subtraction problems.						
10.3 Computes multiplication problems.						
10.4 Computes division problems.						
11.0 FRACTION CONCEPTS (halves, thirds, fourths, eighths, tenths)						
11.1 Identifies fractional parts of a whole.						

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SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Short Term	Long Term	Starting Date	Goal Date
11.2 Reads fractions.						
11.3 Writes fractions.						
11.4 States the meaning of the number in the numerator.						
11.5 States the meaning of the number in the denominator.						
11.6 Writes equivalent factions.						
11.7 Changes whole numbers to fractions.						
11.8 Reduces fractions to lowest terms.						
11.9 Changes improper fractions into mixed numerals.						
11.10 Changes mixed numerals into improper fractions.						
11.11 Changes common fractions into decimals.						
12.0 ADDITION & SUBTRACTION OF FRACTIONS (HALVES, THIRDS, FOURTHS, EIGHTHS, TENTHS).						
12.1 Adds fractions with like denominators.						
12.2 Subtracts fractions with like denominators.						
12.3 Adds fractions with unlike denominators.						
12.4 Subtracts fractions with unlike denominators.						
12.5 Subtracts a fraction from a whole number with regrouping.						
12.6 Adds mixed fractions with no regrouping.						
12.7 Subtracts mixed fractions with no regrouping.						
12.8 Adds mixed fractions with regrouping.						
12.9 Subtracts mixed fractions with regrouping.						
13.0 MULTIPLICATION OF FRACTIONS (HALVES, THIRDS, FOURTHS, EIGHTHS, TENTHS).						
13.1 Multiplies two fractions.						
13.2 Multiplies a fraction and a whole number.						
13.3 Multiplies two mixed fractions.						
14.0 DECIMAL CONCEPTS						
14.1 Identifies a decimal numeral.						
14.2 Reads a decimal numeral.						
14.3 Writes a decimal numeral.						
14.4 Writes common fractions (1/10, 1/4, 1/4, 1/3, 1/2) as decimals.						
14.5 Organizes decimal numerals with decimal points in a column.						
15.0 DECIMAL OPERATIONS						
15.1 Adds decimals.						
15.2 Subtracts decimals.						
15.3 Multiplies decimals.						
a) Multiplies decimal times a whole number.						
b) Multiplies tenths times a whole number.						
c) Multiplies tenths times tenths.						
d) Multiplies tenths times hundredths.						
15.4 Divides decimals.						
a) Divides a decimal by a whole number.						
b) Divides a decimal by a decimal						
c) Divides a whole number by a decimal.						
16.0 MONEY						
16.1 Identifies coins.						
a) Names coins.						
b) Tells value of coins.						
c) Orders coins by value.						
16.2 Identifies value of paper money.						
16.3 Counts money.						
a) Counts groups of similar coins						
b) Adds groups of mixed coins and states total value.						
16.4 Finds equivalent values for all coins.						

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SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Short Term	Long Term	Starting Date	Goal Date
16.5 Makes change.						
a) Makes change from coins.						
b) Makes change from paper money.						
c) Makes change from coins and paper money.						
d) Counts change using the least number of coins and arranges them in the order a clerk would.						
16.6 Adds, subtracts, multiplies and divides with money.						
16.7 Uses checks.						
a) Reads the amount of a check.						
b) Writes a check.						
c) Records in a check book.						
d) Balances bank statement.						
17.0 TELLS TIME						
17.1 Performs the following preskills.						
a) Names numerals 1 - 59.						
b) Rote counts by 1's to 60 from any digit.						
c) Rote counts by 5's to 60 from any interval.						
17.2 Tells time to the hour 1 - 12.						
a) States time on a given clock.						
b) Reads written time.						
c) Writes time.						
d) Sets clock to a given time.						
17.3 Tells time using alternative terminology for 1/4, 1/2, 3/4.						
a) After the hour.						
b) Before the hour.						
17.4 Tells time to the nearest minute.						
a) States time.						
b) Reads written time.						
c) Writes time.						
d) Sets clock.						
17.5 Sets alarm clock.						

SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Short Term	Long Term	Starting Date	Goal Date
17.6 Recites the days of the week.						
17.7 Uses the calendar.						
a) Given a calendar, tells the number of days in the month.						
b) Given a calendar and the date, tells the day of the week.						
c) Given a specific day, tells the date.						
d) Recites the months of the year in order.						
18.0 Applies skills to story problems.						
18.1 States and writes own word problems.						
18.2 Given a story proble, uses the following skills:						
a) Paraphrases it.						
b) Predicts (estimates) the solution.						
c) Selects relevant information.						
d) Writes a number sentence expressing the problem.						
e) Finds the solution.						
f) Labels the answer.						
g) Compares the solution to the prediction.						
19.0 RATIO AND PERCENT						
19.1 Finds a ratio.						
a) Given a problem, writes a ratio. (e.g. 3 to 4, 3/4, 3:4						
b) Makes a ratio to show the relationship of two values.						
19.2 Solves proportions.						
a) Given a problem, writes a proportion. (e.g. 3/4 = 9/12)						
b) Solves proportion equations. (e.g. 2/m = 6/12)						
19.3 Finds percents.						
a) Given a percent, states the meaning. (e.g. 4% means 4 out of _____?)						
b) Writes percents as fractions.						
c) Writes percents as decimals.						
d) Writes a fraction as a percent						

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SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Short Term	Long Term	Starting Date	Goal Date
e) Writes a decimal as a percent.						
f) Finds the percentage of a number. (e.g. 6% of 50 is _____?)						
g) Finds what percent one number is of another. (e.g. 8 out of 200 is _____%)						
h) Finds number when percent is known. (e.g. 6 is 50% of _____, 65% of _____ is 84.5)						
0 FORMULAS						
20.1 Uses simple formulas and labels answers. (e.g. A = LW when L = 10 and W = 5).						
20.2 Given any information, solves simple formula and labels answer. (e.g. F = MA when F = 10 and M = 2).						
RAPHS, CHARTS, AVERAGES						
21.1 Interprets bar, line and circle graphs.						
21.2 Graphs data and labels scales on bar, line and circle graphs.						
21.3 Reads charts and tables.						
21.4 Constructs and labels charts and tables.						
21.5 Finds the average (mean) of numbers.						
0 MEASUREMENT						
22.1 Uses basic concepts, such as, shorter, thicker, equal, heavier.						
22.2 Uses yardstick, ruler, and tape measure.						
a) Measures to the nearest yard, foot, and inch.						
b) Measures to the nearest fractional part (halves, fourths, eighths and sixteenths).						
c) Converts between equivalent measures.						
d) Uses abbreviations and symbols						
e) Estimates various lengths.						
f) Solves problems requiring linear measurement.						

SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Short Term	Long Term	Starting Date	Goal Date
22.3 Uses various instruments to measure weight (mass).						
a) Measures to nearest ounce or pound on typical scales.						
b) Converts between equivalent measures.						
c) Uses abbreviations and symbols						
d) Estimates various weights.						
e) Solves problems requiring weight measurement.						
22.4 Uses various containers to measure capacity or volume.						
a) Measures to the nearest whole increment. (e.g. teaspoon, cup)						
b) Measures to nearest fractional parts. (halves, thirds, fourths)						
c) Converts between equivalent measures.						
d) Uses abbreviations and symbols						
e) Estimates various volumes.						
f) Solves problems requiring volume measurement.						
22.5 Uses various thermometers to measure temperature.						
a) Measures to the nearest degree						
b) Uses abbreviations and symbols						
c) Estimates various temperatures						
d) Solves problems requiring temperature measurement.						
22.6 Reads [illegible], guages, and meters. (e.g oven dial, water meter, gas guage.)						
23.0 GEOMETRY						
23.1 Identifies the following:						
a) Triangle, circle, square and rectangle.						
b) Cubes and spheres.						
c) Points, lines, segments, rays and angles.						
d) Cones, pyramids and cylinders.						
e) Parallel lines and perpendicular lines.						

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SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Short Term	Long Term	Starting Date	Goal Date
23.2 Draws geometric figures.						
23.3 Uses a compass						
a) To draw a circle.						
b) To determine if two lines are congruent.						
23.4 Measures, finds and labels the following:						
a) The perimeter of a room.						
b) The area of a room.						
c) The area of a rectangle, triangle, circle, parallelogram.						
d) The circumference of a circle.						
e) The volume of boxes.						
23.5 Given several angles, labels:						
a) Right angles.						
b) Acute angles.						
c) Obtuse angles.						
d) Reflex angles.						
23.6 Uses a protractor:						
a) To measure angles.						
b) To draw angles.						
23.7 Identifies the following and uses appropriate geometric terms.						
a) Rhombus, Rectangular prism, Trapezoid, Polygon, Parallelogram.						
b) One-dimensional, two-dimensional, three-dimensional, Plane surface, Solid figure.						
c) Equilateral, Isosceles.						
d) Pentagon, Hexagon, Octagon.						

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EDUCATIONAL SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, Oregon 97402

CASE # _____

ES-157

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

SPELLING

NAME _____

DATE _____ C.A. _____

GRADE _____

Evaluation Procedure: (Completed by Case Manager/Psychologist)

The Currect Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
.0 IRREGULAR WORDS									
1.1 Writes _____ words from (attached) irregular word list.	3								
SOUNDS IN ISOLATION: Writes the appropriate letter/symbols for sounds.									
2.1 Consonants in isolation.	1								
2.2 Short vowel sounds in isoloation.	1								
2.3 Long vowel sounds in isolation.	1								
2.4 Consonant digraph sounds: sh, th wh, ch, ph.	2								
2.5 Vowel diphthong sounds: oy, oi, ou, ew, ow.	3								
2.6 R-controlled vowel sounds: ar, or, ir, er, ur.	3								

Grade level according to District Scope and Sequence.

(1)

NAME _____

SKILL HEADING	Grade Level *	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
3.0 SPELLING PATTERNS - ONE SYLLABLE WORDS									
3.1 Spelis CVC words with all short vowels.	1								
3.2 Spells CCVC words with initial blends.	2								
3.3 Spells consonant digraph words (CCVC and CVCC with sh, ch, wh, th, and ph).	2								
3.4 Spells final e pattern words with all vowels.	2								
3.5 Spells CVCC words with final blends.	3								
3.6 LONG VOWEL DIGRAPHS									
a) Spells words with ai and ay.	3								
b) Spells words with ee and ea.	3								
c) Spells words with oa.	3								
d) Spells words with igh.	3								

* Grade level according to District Scope and Sequence

(2)

NAME _____

SKILL HEADING	Grade Level *	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
3.7 R-CONTROLLED VOWELS									
a) Spells words with ar.	3								
b) Spells words with or.	3								
c) Spells words with er.	3								
d) Spells words with ir.	3								
e) Spells words with ur.	3								
3.8 Spells words with two phonemes for c, g and y.	3								
3.9 Spells words with two phonemes for oo, ou, aw and ow.	3								
3.10 Spells words with ey, ie, oi, oy and ew.	3								
0 SPELLING RULES									
4.1 States and applies the following rules:									
a) Dropping final e and adding ending.	3								

rade level according to District Scope and Sequence.

(3)

NAME _____

SKILL HEADING	Grade Level *	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
b) Doubling final c in CVC pattern words.	5								
c) Changing the y to i.	5								
4.2 Combines words to form contractions.	5								
4.3 Spells the following plural words correctly:									
a) Words requiring s (words ending consonant or vowel).	5								
b) Words requiring es (s, z, oh, ch, x).	5								
c) Words requiring ves (words ending in f).	5								
5.0 Spells multisyllable words.	4+								

* Grade level according to District Scope and Sequence.

(4)

Name _____

Date _____

Eugene Public Schools
Educational Services Draft

SPELLING SKILLS SEQUENCE

Strategies and Materials used to teach this Skill

GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	

GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	

DOLCH SIGHT VOCABULARY

PRE-PRIMER	PRIMER	FIRST GRADE	SECOND GRADE	THIRD GRADE
1. a	41. all	93. after	134. always	180. about
2. and	42. am	94. again	135. around	181. better
3. away	43. are	95. an	136. because	182. bring
4. big	44. at	96. any	137. been	183. carry
5. blue	45. ate	97. as	138. before	184. clean
6. can	46. be	98. ask	139. best	185. cut
7. came	47. black	99. by	140. both	186. done
8. down	48. brown	100. could	141. buy	187. draw
9. find	49. but	101. every	142. call	188. drink
10. for	50. came	102. fly	143. cold	189. eight
11. funny	51. did	103. from	144. does	190. fall
12. go	52. do	104. give	145. don't	191. far
13. help	53. eat	105. going	146. fast	192. full
14. here	54. four	106. had	147. first	193. get
15. I	55. get	107. has	148. five	194. grow
16. in	56. good	108. her	149. found	195. hold
17. is	57. have	109. him	150. gave	196. hot
18. it	58. he	110. his	151. goes	197. hurt
19. jump	59. into	111. how	152. green	198. if
20. little	60. like	112. just	153. its	199. keep
21. look	61. must	113. know	154. made	200. kind
22. make	62. news	114. let	155. many	201. laught
23. me	63. no	115. live	156. off	202. light
24. my	64. now	116. may	157. or	203. long
25. net	65. on	117. of	158. pull	204. much
26. one	66. our	118. old	159. read	205. myself
27. play	67. out	119. once	160. right	206. never
28. red	68. please	120. open	161. ring	207. only
29. run	69. pretty	121. over	162. sit	208. own
30. said	70. ran	122. put	163. sleep	209. pick
31. see	71. ride	123. round	164. tell	210. seven
32. the	72. saw	124. some	165. their	211. shall
33. three	73. say	125. stop	166. these	212. show
34. to	74. she	126. take	167. those	213. six
35. two	75. so	127. thank	168. upon	214. small
36. up	76. soon	128. them	169. us	215. start
37. we	77. that	129. then	170. use	216. ten
38. where	78. there	130. think	171. very	217. today
39. yellow	79. they	131. walk	172. wash	218. together
40. you	80. this	132. were	173. which	219. try
	81. too	133. when	174. why	220. warm
	82. under		175. wish	
	83. want		176. work	
	84. want		177. would	
	85. well		178. write	
	86. went		179. your	
	87. what			
	88. white			
	89. who			
	90. will			
	91. with			
	92. yes			

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ES-163

EDUCATIONAL SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

CASE NO. _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

SPELLING SUMMARY REPORT

NAME _____

DATE _____ C.A. _____

GRADE _____

Evaluation Procedure:

TEACHER _____

SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Short Term	Long Term	Starting Date	Goal Date
1.0 SOUNDS IN ISOLATION: Writes the appropriate letter/symbols for sounds						
1.1 Consonants in isolation.						
1.2 Short vowel sounds in isolation.						
1.3 Long vowel sounds in isolation.						
1.4 Consonant digraph sounds: sh, th, wh, ch, ph.						
1.5 Vowel diphthong sounds: oy, oi, ou, ew, ow.						
1.6 R-controlled vowel sounds: ar, or, ir, er, ur.						
1.7 Vowel-combination sounds: ee, oo, ea, oa, ay, ai.						
2.0 ONE SYLLABLE WORDS						
2.1 Spells CVC words with all short vowels.						
2.2 Spells CCVC words with initial blends.						
2.3 Spells consonant digraph words (CCVC and CVCC with sh, sh, wh and th).						
2.4 Spells final e pattern words with all vowels.						
2.5 Spells CVCC words with final blends.						
2.6 LONG VOWEL DIGRAPHS						
a) Spells words with ai and ay.						
b) Spells words with ee and ea.						
c) Spells words with oa.						
d) Spells words with igh.						
2.7 R-CONTROLLED VOWELS						
a) Spells words with ar.						
b) Spells words with or.						
c) Spells words with er.						
d) Spells words with ir.						
e) Spells words with ur.						
2.8 Spells words with two phonemes for c, g and y.						
2.9 Spells words with two phonemes for oo, ou, aw and ow.						
2.10 Spells words with ei, ie, oi and oy.						
2.11 Spells words with the following silent double letters: kn, wr, mb, bt, lm, mn.						
3.0 IRREGULAR WORDS						
3.1 Writes ____ words from (attached) irregular word list.						
3.2 When dictated _____ irregular words, writes each one correctly for _____ consecutive days.						
4.0 RULES						
4.1 States and applies the following rules:						
a) Final e.						
b) Doubling final c in CVC pattern words.						
c) Changing the y to i.						
d) Al insertion.						
e) Word ending rules: en, or, er, ise, ize.						
f) C and g.						
4.2 States and applies exceptions to above rules.						
4.3 Spells contractions correctly.					(1)	

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NAME _____

SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Initial of Person Responsible
4.4 Spells the following plural words correctly: a) Words ending in s, z, sh, ch, x, w.			5						
b) Words ending in consonants.			5						
c) Words ending in ves.			5						
4.5 Spells non-base words.			6						
4.6 Divides difficult words into smaller parts.			6						
5.0 Spells multisyllable words.			4+						

EDUCATIONAL SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, Oregon 97402

CASE # _____

ES-160

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN
STUDY SKILLS

NAME _____

DATE _____ C.A. _____

GRADE _____

Evaluation Procedure: (Completed by Case Manager/Psychologist)

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
1.0 PARTS OF A BOOK									
1.1 Reads title of a book.	1								
1.2 Locates table of contents in a book.	2								
1.3 Looks up given topic in table of contents.	3								
1.4 Identifies sections of a book.	3								
1.5 Identifies copyright date, illustrator and publisher on title page.	4								
1.6 Locates index in a book.	5								
1.7 Looks up topic in the index.	5								
1.8 Locates topic in book based on index findings.	5								
1.9 Locates glossary in a book.	5								
1.10 Looks up given word in the glossary.	5								

*Grade level according to District Scope and Sequence

(1)

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
2.0 LISTENING SKILLS									
2.1 Follows oral directions.	Taught at all grade levels.....								
2.2 Repeats what others have said.									
2.3 Identifies principle ideas or events from films.									
2.4 Identifies principle ideas or events from a speaker.									
2.5 Identifies principle ideas or events from a class discussion.									
3.0 DICTIONARY SKILLS (Uses dictionary appropriate to grade level.)									
3.1 Alphabetizes words by first letter.	2								
3.2 Alphabetizes words by second letter.	3								
3.3 Alphabetizes words by third letter.	3								
3.4 Finds parts of the dictionary (front, middle and back).	3								
3.5 When given a letter, opens to appropriate 3rd of the dictionary.	3								
3.6 Identifies guide words.	3								

(2) *Grade Level according to District Scope and Sequence

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
3.7 When given entry word, finds word in the dictionary.	3								
3.8 Reads definition of located entry word.	3								
3.9 Uses each definition of an entry word in a sentence.	3								
3.10 Turns to appropriate guide word when given a word.	4								
3.11 Pronounces word from pronunciation key.	6								
4.0 ENCYCLOPEDIA									
4.1 Identifies key word or subject	4								
4.2 Locates appropriate volume.	4								
4.3 Locates topic in volume.	4								
4.4 Locates index.	4								
4.5 Locates topic in index.	5								
4.6 Identifies cross-reference in index	6								
4.7 Locates topic in volume based on index information	6								
4.8 Locates subtopics in index and volume.	6								

*Grade level according to District Scope and Sequence

(3)

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
5.0 TELEPHONE DIRECTORY									
5.1 Locates emergency numbers.	3								
5.2 Locates specific names and numbers.	3								
5.3 Locates area codes.	6								
5.4 Locates businesses in yellow pages.	6								
6.0 Locates material in an atlas.	6								
7.0 Locates material in an almanac.	6								
8.0 Locates material in a newspaper.	6								
9.0 LIBRARY SKILLS									
9.1 Identifies a topic as title, author or subject.	5								
9.2 Locates topic or book in card catalogue.	5								
9.3 Identifies major categories of Dewey decimal system.	7								
10.0 OUTLINING									
10.1 Lists main ideas using I, II, III, etc.	5								
10.2 Lists subordinate ideas using, A,B,C, etc.	6								

(4) *Grade level according to District Scope and Sequence.

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
11.0 INTERPRETS SYMBOLS ON:									
11.1 Maps	5								
11.2 Graphs	6								
11.3 Legends	5								
12.0 WRITTEN DIRECTIONS									
12.1 Follows simple written directions commensurate with grade level.	-								
12.2 Completes appropriate information on:									
a) Permission Slips	6								
b) Test Forms	6								
c) Magazine Subscriptions	8								
d) Job Application Forms	9								
13.0 SCANNING									
13.1 States purpose of scanning.	6								
13.2 Defines key word.	7								
13.3 Identifies a key word in questions and sentences, written and oral.	9								
13.4 Scans material to find key word.	9								

*Grade level according to District Scope and Sequence.

(5)

NAME _____

SKILL HEADING	Grade Level*	MASTERY CRITERIA	Short Term	Long Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible for determining entry level or mastered skills.
13.5 Determines if the sentence provides the needed information.	9								
13.6 Reads sentence before and after key word to locate needed information.	9								
14.0 SKIMMING									
14.1 States purpose of skimming.	6								
14.2 Skims and identifies main idea of a paragraph.	9								
14.3 Skims and identifies relevant and irrelevant information in a paragraph.	9								
15.0 SURVEYING									
15.1 Determines if the chapter has the information needed.	4								
15.2 Determines if a book provides needed information.	4								
16.0 NOTETAKING									
16.1 Takes notes on:									
a) Written material.	4								
b) Orally presented material.	4								
c) Films and movies.	4								
17.0 WRITES A WRITTEN SUMMARY OF CONTENT AREA MATERIAL									
17.1 Reads material.	5								

(6)

*Grade level according to District Scope and Sequence.

GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	
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GRADE _____ YEAR _____ SCHOOL_____ TEACHER _____	

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EDUCATIONAL SERVICES
School District No. 4J, Lane County
200 North Monroe Street Eugene, OR 97402

ES-166

CASE NO. _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN
STUDY SKILLS SUMMARY REPORT

NAME _____
DATE _____ C.A.
GRADE _____
Evaluation Procedure:

TEACHER _____

SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Short Term	Long Term	Starting Date	Goal Date
1.0 PARTS OF A BOOK						
1.1 Reads title of a book.						
1.2 Locates table of contents in a book.						
1.3 Looks up given topic in table of contents.						
1.4 Identifies sections of a book.						
1.5 Identifies copyright date, illustrator and publisher on title page.						
1.6 Locates index in a book.						
1.7 Looks up topic in the index.						
1.8 Locates topic in book based on index findings.						
1.9 Locates glossary in a book.						
1.10 Looks up given word in the glossary.						
2.0 LISTENING SKILLS						
2.1 Follows oral directions.						
2.2 Repeats what others have said.						
2.3 Identifies principle ideas or events from films.						
2.4 Identifies principle ideas or events from a speaker.						
2.5 Identifies principle ideas or events from a class discussion.						
3.0 DICTIONARY SKILLS (Uses dictionary appropriate to grade level.)						
3.1 Alphabetizes words by first letter.						
3.2 Alphabetizes words by second letter.						
3.3 Alphabetizes words by third letter.						
3.4 Finds parts of the dictionary (front, middle and back).						
3.5 When given a letter, opens to appropriate 3rd of the dictionary.						
3.6 Identifies guide words.						
3.7 When given entry word, finds word in the dictionary.						
3.8 Reads definition of located entry word.						
3.9 Uses each definition of an entry word in a sentence.						
3.10 Turns to appropriate guide word when given a word.						
3.11 Pronounces word from pronunciation key.						
4.0 ENCYCLOPEDIA						
4.1 Identifies key word or subject.						
4.2 Locates appropriate volume.						
4.3 Locates topic in volume.						
4.4 Locates index.						
4.5 Locates topic in index.						
4.6 Identifies cross-reference in index						
4.7 Locates topic in volume based on index information						
4.8 Locates subtopics in index and volume.						
5.0 TELEPHONE DIRECTORY						
5.1 Locates emergency numbers.						
5.2 Locates specific names and numbers.						(1)
5.3 Locates area codes.						

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SKILL HEADING	Entry Level Skill	Date Mastered or Tested for Mastery	Short Term	Long Term	Starting Date	Goal Date
5.4 Locates businesses in yellow pages.						
6.0 Locates material in an atlas.						
7.0 Locates material in an almanac.						
8.0 Locates material in a newspaper.						
9.0 LIBRARY SKILLS						
9.1 Identifies a topic as title, author or subject.						
9.2 Locates topic or book in card catalogue.						
9.3 Identifies major categories of Dewey decimal system.						
10.0 OUTLINING						
10.1 Lists main ideas using I, II, III, etc.						
10.2 Lists subordinate ideas using, A,B,C, etc.						
11.0 INTERPRETS SYMBOLS ON:						
11.1 Maps						
11.2 Graphs						
11.3 Legends						
12.0 WRITTEN DIRECTIONS						
12.1 Follows simple written directions commensurate with grade level.						
12.2 Completes appropriate information on:						
a) Permission Slips						
b) Test Forms						
c) Magazine Subscriptions						
d) Job Application Forms						
13.0 SCANNING						
13.1 States purpose of scanning.						
13.2 Defines key word.						
13.3 Identifies a key word in questions and sentences, written and oral.						
13.4 Scans material to find key word.						
13.5 Determines if the sentence provides the needed information.						
13.6 Reads sentence before and after key word to locate needed information.						
14.0 SKIMMING						
14.1 States purpose of skimming.						
14.2 Skims and identifies main idea of a paragraph.						
14.3 Skims and identifies relevant and irrelevant information in a paragraph.						
15.0 SURVEYING						
15.1 Determines if the chapter has the information needed.						
15.2 Determines if a book provides needed information.						
16.0 NOTETAKING						
16.1 Takes notes on:						
a) Written material.						
b) Orally presented material.						
c) Films and movies.						
17.0 WRITES A WRITTEN SUMMARY OF CONTENT AREA MATERIAL						
17.1 Reads material.						
17.2 Selects and writes major points.						
17.3 Proofs work for spelling and punctuation.						
18.0 TAKES TESTS						
18.1 True or False.						
18.2 Multiple Choice.						
18.3 Word Completion.						
18.4 Short Answer.						

EXPRESSIVE WRITING

After several years of use, it became apparent that the Expressive Writing Skill Sequence did not represent the needs of the students. It also failed to indicate differential mastery across grade levels. During the 1983-84 school year, this I.E.P. was rewritten. In addition to changing the skills and sub skills, the form itself was revised in order to suggest the major headings be used as long term objectives and sub skills be used as short term objectives.

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EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
Eugene, Oregon 97402

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

EXPRESSIVE WRITING

NAME _____

D.O.B. _____

Evaluation Procedure:
(Completed by Case Manager/ Psychologist)

The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

	Grade Level*	Long Term	Short Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible	MASTERY CRITERIA & SCHEDULE FOR TESTING
SENTENCE DEVELOPMENT									
1.0 Composes sentences orally			X						
1.1 Repeats a complete sentence	K-3	X							
1.2 Uses complete sentences in conversation	K-3	X							
1.3 Uses complete sentences to describe picture/object		X							
1.4 Uses complete sentences to describe a topic	K-3	X							
2.0 Identifies and writes sentences			X						
2.1 Identifies subject	4	X							
2.2 Identifies predicate	4	X							

*Grade level according to District Scope and Sequence

IEP - EXPRESSIVE WRITING
Page 2

CASE # _____

NAME _____

	Grade Level*	Long Term	Short Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial	MASTERY CRITERIA & SCHEDULE FOR TESTING
2.3 Identifies complete sentences	1-4	X							
2.4 Writes complete sentences		X							
2.5 Combines sentences (complex and compound)	4-5	X							
2.6 Expands sentences	2-	X							
3.0 Identifies parts of speech			X						
3.1 Identifies verbs	3	X							
3.2 Identifies noun	4	X							
3.3 Identifies adjectives	4	X							
3.4 Identifies adverbs	4	X							
3.5 Identifies pronouns	5	X							
WRITING PROCESS 4.0 Demonstrates pre-writing skills			X						
4.1 Generates ideas about topic (brainstorming, word lists)	1-2	X							

EDUCATIONAL SUPPORT SERVICES
School District No. 4J, Lane County
Eugene, Oregon 97402

CASE # _____

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

EXPRESSIVE WRITING

NAME _____

D.O.B. _____

Evaluation Procedure:
(Completed by Case Manager/
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The Current Level of Functioning is indicated by either the "Mastered in Initial Assessment" column or the "Date Mastered" column.

	Grade Level*	Long Term	Short Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial of Person Responsible	MASTERY CRITERIA & SCHEDULE FOR TESTING
SENTENCE DEVELOPMENT 1.0 Composes sentences orally			X						
1.1 Repeats a complete sentence	K-3	X	X						
1.2 Uses complete sentences in conversation	K-3	X	X						
1.3 Uses complete sentences to describe picture/object		X	X						
1.4 Uses complete sentences to describe a topic	K-3	X	X						
2.0 Identifies and writes sentences			X						
2.1 Identifies subject	4	X	X						
2.2 Identifies predicate	4	X	X						

*Grade level according to District Scope and Sequence

IEP - EXPRESSIVE WRITING
Page 2

CASE # _____

NAME _____

	Grade Level*	Long Term	Short Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial	MASTERY CRITERIA & SCHEDULE FOR TESTING
2.3 Identifies complete sentences	1-4	X							
2.4 Writes complete sentences		X							
2.5 Combines sentences (complex and compound)	4-5	X							
2.6 Expands sentences	2-	X							
3.0 Identifies parts of speech			X						
3.1 Identifies verbs	3	X							
3.2 Identifies noun	4	X							
3.3 Identifies adjectives	4	X							
3.4 Identifies adverbs	4	X							
3.5 Identifies pronouns	5	X							
WRITING PROCESS 4.0 Demonstrates pre-writing skills			X						
4.1 Generates ideas about topic (brainstorming, word lists)	2	X							

IEP - EXPRESSIVE WRITING
Page 3

CASE # _____

NAME _____

	Grade Level*	Long Term	Short Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial	MASTERY CRITERIA & SCHEDULE FOR TESTING
4.2 States topic clearly	4	X							
4.3 Identifies purpose	5	X							
4.4 Chooses appropriate form	5	X							
4.5 Identifies the audience	7	X							
5.0 Writes and edits paragraphs			X						
5.1 Writes sentences related to given topic	3	X							
5.2 Identifies paragraph form	3	X							
5.3 Writes a topic sentence and several detail sentences	4	X							
5.4 Writes topic, detail, and concluding sentences	4	X							
5.5 Proofreads and revises		X							
6.0 Writes compositions			X						
6.1 Writes introduction	3-8	X							

IEP - EXPRESSIVE WRITING
Page 4

CASE # _____

NAME _____

	Grade Level*	Long Term	Short Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial	MASTERY CRITERIA & SCHEDULE FOR TESTING
6.2 Writes body	3-8	X							
6.3 Writes conclusion	3-8	X							
6.4 Combines paragraphs into composition	3-8	X							
MECHANICS 7.0 Uses capitals correctly			X						
7.1 Begins sentences with capitals	2-	X							
7.2 Begins proper nouns with a capital letter	2-	X							
8.0 Uses punctuation correctly			X						
8.1 Uses appropriate end punctuation (. ? !)	1-	X							
8.2 Uses periods (abbreviations, initials)	3	X							
8.3 Uses commas	2-5	X							
8.4 Uses apostrophes	3-4	X							

IEP - EXPRESSIVE WRITING
Page 5

CASE # _____

NAME _____

	Grade Level*	Long Term	Short Term	Starting Date	Goal Date	Entry Level Skill	Date Skill Mastered	Initial	MASTERY CRITERIA & SCHEDULE FOR TESTING
8.5 Uses quotation marks	5	X							
COMPETENCIES			X						
9.0 Passes competencies									
9.1 Passes language mechanics	8-12	X							
9.2 Passes written expression	8-12	X							
FLUENCY			X						
10.0 Demonstrates fluency									
10.1 Writes _____ w.p.m.		X							
_____ w.p.m.		X							
_____ w.p.m.		X							
_____ w.p.m.		X							

Name _____

Case # _____

Eugene Public Schools
Educational Services

Strategies and Materials used to teach this Skill

EXPRESSIVE WRITING SKILL SEQUENCE

GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
GRADE _____ YEAR _____ SCHOOL _____ TEACHER _____	
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